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PROJECT OPEN FUTURE.

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THIS PROPOSAL DESCRIBES THE ANTICIPATED OPERATION OF A PROJECT WHICH WILL OFFER COLLEGE COUNSELING AND ACADEMIC ENRICHMENT TO DISADVANTAGED SECONDARY SCHOOL STUDENTS WITH COLLEGE POTENTIAL. THE STUDENTS WILL BE SELECTED IN THE SEVENTH GRADE AND CONTINUE IN THE PROGRAM THROUGHOUT HIGH SCHOOL. THEY WILL PARTICIPATE EACH SUMMER IN A 5-WEEK RESIDENTIAL PROGRAM AT ONE OF THE SPONSORING INDEPENDENT SCHOOLS OR COLLEGES, AND REGULARLY ATTEND SATURDAY CLASSES DURING EACH SCHOOL YEAR. THE ACTIVITIES OF THESE PROGRAMS ARE GENERALLY DISCUSSED. (LB)

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PROJECT OPEN FUTURE

Sponsored by

THE CALIFORNIA ASSOCIATION OF INDEPENDENT SCHOOLS

and

THE CLAREMONT COLLEGES

1967

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PROJECT OPEN FUTURE

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or

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PROJECT OPEN FUTURE

SPONSORSHIP Project Open Future is sponsored by the California Association of Independent Schools (CAIS)[1] and The Claremont Colleges[2], in cooperation with the Los Angeles and Compton public school systems.

PURPOSE The purpose of Project Open Future is to identify and assist a selected group of junior and senior high school students who show promise of sufficient intellectual ability to gain admission to an accredited, four-year college or university and to complete successfully its degree requirements, but who presently lack the educational opportunities, motivation, and knowledge of opportunities in colleges and universities to make this probable. The students, who -- after the first year of the project -- will normally enter the program at the end of the seventh grade, are to be selected from a limited number of carefully chosen junior high schools and high schools in the urban areas of east and central Los Angeles and Compton. These schools have been identified as among those having the highest concentrations of students from a variety of racial and national backgrounds, who presently lack -- because of economic, social, cultural, and educational limitations -- the opportunities and encouragement which help direct the plans and hopes of students toward the opportunities which presently exist or can be created for them in higher education. The project is designed to assist a significant number of such students into the mainstream of higher education in California and in the country.

Project Open Future will select a group of students, eventually to number about three hundred, each of whom will be placed in a series of residential summer schools to be conducted in the facilities of member schools of the CAIS or at The Claremont Colleges. These summer sessions will last for at least five weeks. During the autumn and winter the project will be continued for all participants by a regular Saturday program each week at The Claremont Colleges.

1. *The professional association of independent schools in California.*

2. *The group of coordinated educational institutions in Claremont, including the Claremont Graduate School and University Center, Pomona College, Scripps College, Claremont Men's College, Harvey Mudd College, and Pitzer College.*

In the first year of the project, students will be chosen from the seventh, eighth, and ninth grades; they will then continue in it throughout their junior high and high school careers. After the first year, limited additional admissions may be granted at any grade level, but the major number of new admissions will be from the seventh grade. By the third year the program will include students from all levels of junior and senior high schools, with summer residence programs for seventh, eighth, ninth, tenth, and eleventh grades, and Saturday programs for eighth through twelfth grades.

Each student selected for the project, at whatever grade level, will be encouraged and urged to remain in the program throughout his secondary school career. Counseling about college and university opportunities and admissions will be given throughout the program, especially in the upper grades, and visits to a variety of college and university campuses will be provided.

PLANNING AND OBJECTIVES The detailed plans for this project were developed in a series of consultations among representatives of the CAIS, The Claremont Colleges, the Los Angeles and Compton school boards, churches in central Los Angeles, and community leaders from these areas. The purpose of these consultations was to determine the most effective contribution the independent schools and The Claremont Colleges could make to the educational needs of the communities in the over-crowded central urban areas of Los Angeles county. In the course of the consultations, a number of judgments were made, objectives stated, and hopes expressed. Among them are the following:

1. That the project will mobilize and draw upon various resources and types of leadership in the community in planning, starting, and sustaining the program proposed. The CAIS, The Claremont Colleges, the resources and leadership of the public school systems in central and east Los Angeles and Compton, community leadership in these areas, the churches and other community institutions, and local business and professional resources are to be drawn together in planning and sustaining, for as long as its usefulness continues, the best program that can be evolved for this purpose. This project will seek to show that, through the mobilization of various resources in the urban and surrounding communities, opportunities can be created in which many "disadvantaged students" will be responsive to a remedial, enrichment, and motivational program with a minimal removal from their communities, and that they can in this way be prepared and motivated for entrance to college and university.

2. That, for the participants chosen, the program will begin whenever possible at the junior high school level and continue through high school. It was judged that such programs lose major opportunities when the participants begin only at the high school level.

3. That the project will concentrate selection of students in a limited number of carefully selected schools. It was judged to be critical that there be a sufficient number of students from each school for them continually to encourage and support each other in their participation in the program. (It is also hoped that such a group of students from the same school may, over a period of years, influence the attitudes of others in the school toward serious study and educational ambition.)

4. That the public schools selected will be in areas which draw heavily or exclusively from economically, socially, and culturally deprived groups and which draw from a variety of racial, national, and cultural backgrounds. It is planned that all parts of the program will be inter-racial and inter-cultural, each including Negro, Mexican-American, Caucasian, and perhaps Oriental participants.

5. That the project will include both boys and girls, in a ratio of about two to one. This decision was reached after detailed discussion of the social and economic importance of the opportunity to be offered and of the social forces at work in the communities from which students will be drawn.

6. That the project personnel will conduct, simultaneously with the educational and enrichment activities, a continuous program of evaluation and research. The evaluation and research is intended to assist in assuring that the program is self-correcting, in order to become as effective as possible, and to share its experience with other institutions and communities.

PROGRAM Students admitted from the selected group of junior high schools (probably not less than eight or more than twelve), and eventually of a similar group of neighboring high schools, will spend at least five weeks each summer on the campus of one of the participating independent schools or colleges. Each summer residence program at the independent schools will care for from thirty-five to sixty students. Within the general academic objectives of the project, each independent school will determine and plan its own summer program as its facilities and resources are best adapted to the needs of the age group to be in residence. It is presently expected that a student will go to an independent school summer session each of the

summers following the seventh, eighth, and ninth grades, and then to Claremont for the summers following the tenth and eleventh grades. The staff at each summer session will include faculty members from the independent school (or college) where the session is being held; teachers from the public secondary schools related to the program; and student aides from both the independent school and the colleges.

Fuller details of the summer sessions and examples of the plans for the summer of 1967 are given in Appendix A.

A Saturday program each week of the regular school term from October to April will be conducted at The Claremont Colleges. Students will be brought by school busses from central locations in Los Angeles and Compton. The morning program will normally consist of two classes on subjects indicated by the student's need as determined by his record the previous summer and by consultation with his present teachers and with him.

Lunch will be eaten in one of the college dining halls with a "big brother" or "big sister" to whom the student will be regularly related. The afternoon may be spent at an athletic contest or a visit to a museum or concert, at creative work in art, music, or drama, and the like. Occasional Saturdays will be used for trips in the area to places or institutions of particular interest. Students in the upper grades will have opportunities to talk with counselors and to consult materials about the range of college and university opportunities open to them and the economic aid available.

Fuller details about the proposed Saturday program are found in Appendix B.

SELECTION OF PUBLIC SCHOOLS AND OF STUDENTS The public secondary schools are to be designated after consultation between representatives of the independent schools, the administrative staffs of the Los Angeles and Compton public schools, The Claremont Colleges, and community leaders from the urban areas.

Students from the designated schools may be nominated for participation in the program by any school counselor or teacher, by any community organization which judges that it has identified a qualified candidate (e.g. by a Teen Post, Boys Club, church, or settlement house), or by others with special knowledge of persons in the community (e.g. by family welfare workers or doctors). The selection and admissions program will be planned and carried out by an Admissions Committee drawn from the various schools and colleges involved.

A variety of criteria will be used in attempting to ascertain the potential ability of the students nominated. The selection process for this program is recognized as particularly difficult because of the inconclusive nature of testing procedures when used in poverty and language sub-cultures. Consequently the recommendations of teachers, counselors and leaders of community agencies, the record and reputation of the applicant in school activities, in community groups, and in employment, and interviews with the student and his family will also need to be used with as much care as possible. One purpose of the research and evaluation program will be an appraisal of this process and the various factors in it.

Financial resources will never be a factor in nomination and admission to the program. In fact, the provision of appropriate clothing and necessary pocket money may be undertaken in special cases. Parents of students who are able to make some contribution to the expense of their child's participation will be invited to make a contribution in the same way in which other persons and businesses in the area are invited to contribute to its cost.

DIRECTION AND SUPPORT The policies and programs of Project Open Future will be determined by two related bodies, a Board of Directors and an Advisory Board. The program will be administered by an Executive Director.

The present Planning Committee (listed in Appendix C) will appoint a Board of Directors on which the schools and colleges involved will be represented, along with interested individuals from the wider community.

The Board of Directors will be responsible for the general policy and coordination of the project and for its financial integrity and stability. It will select and employ the Executive Director after receiving the recommendations of the Advisory Board. He will serve, ex officio, as a member of the Board of Directors.

The Advisory Board will be responsible for the planning and direction of the educational program and for a continuing appraisal of it. They will make recommendations about the Executive Director to the Board of Directors.

For further details about the appointment of these boards, see Appendix C.

It is expected that financial support for the project will come eventually from a combination of sources to be explored and developed by the Board of Directors. Among these will be local school boards, state and federal programs in educational development, businesses and professional groups, foundations (especially those of local origin and/or special interest in this type of project), civic and service organizations, and interested individuals. Members of the CAIS and The Claremont Colleges are expected to make their resources and leadership available in ways that will minimize expenses of the program. Estimates indicate that the cost per student in 1967-1968 would be about $710, if the entire projected program is realized.

It is hoped that major foundation support may be available to assist in initiating the program, especially over the period of the first three years. The cost of the program will increase markedly during both the second and the third year because of the increased number of students involved. After the third year the annual cost will increase only as the actual costs for the same number of students may increase.

Fuller details of the budget for the first year and the projected expenses of the first three years are given in Appendix D. The projection of costs for the second and third years assumes in each case an addition of about sixty additional students to the program and a rise in general costs of about five per cent each year.

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APPENDIX A

Residence Program

PROPOSED PROGRAM for the summer of 1967. The Midland School at Los Olivos, the Thacher School at Ojai, and The Claremont Colleges, in cooperation with the Webb School, Claremont, and the Westridge School, Pasadena, will conduct residential summer schools in the summer of 1967. One hundred and eighty students, having completed the seventh, eighth, and ninth grades will be selected for admission. Each summer residence program will enroll between forty and sixty students in a five-week session.

MIDLAND PROGRAM

Midland School will enroll forty-eight ninth grade boys* at its campus. The staff will include six teachers. Two of these will be members of Midland's regular faculty; one of these will serve as Director and the other as Assistant Director and Business Manager of the Midland Program, in addition to their teaching responsibilities. At least two of the four additional teachers will be selected from applicants who have had teaching experience in the selected target areas.

The major criteria for selection of teachers are (1) intense interest in some phase of the subject field they are to teach, and (2) proven ability as classroom teachers, demonstrated by their capacity to excite students. Each teacher will teach two classes of twelve students each in his subject field. He will also participate in extracurricular activities. The teachers and their families will live on the campus.

There will be six teaching assistants, at least one of whom is to be a recent graduate of Midland or a student at one of The Claremont Colleges. Criteria for selection of teaching assistants are (1) an excellent academic record, (2) an interest in teaching, and (3) the ability to work well with other people. Each teaching assistant will serve with one faculty member. The teaching assistants will live in the cabin area and serve as tutors, counselors, and prefects. They will also help with the athletic program and other extracurricular activities.

A seventh assistant will supervise the teaching assistants and chore boys. He will also supervise the athletic and camping programs and assist the Director in any way needed.

Other staff will include four chore boys, who are high school students; a nurse; a cook; a part-time secretary; and a part-time art teacher.

**The term "ninth grade boys" refers to boys who have completed the ninth grade at the time of the program. This terminology is used throughout.*

Each student will take three courses: English, science, and social studies. The content of these courses will be determined by each teacher in accord with his own interest. Subject range could extend from poetry to chemistry to Asian history. Adequate time for study, both directed and undirected, will be a part of each course.

The athletic program will include riding, swimming, tennis, basketball, baseball, and soccer. There will be week end camping trips to the beaches and the back country, as well as frequent outdoor barbecues, including at least one barbecue at a neighboring ranch.

One period each day has been set aside for the boys to pursue a special interest, in art, music, photography, science, laboratory work, etc. Facilities and supervision are available for these activities and can be made available for other areas if there is a demonstrated interest. There will be weekly movies and many opportunities for the boys to visit in faculty homes for discussion, fun, and relaxation.

Mr. Paul Raymond, Midland Faculty, Director
Mr. Brian Davis, Midland Faculty, Assistant Director

THACHER PROGRAM

The Thacher program will enroll forty eighth grade boys at its campus. The staff will include four teachers. Three of these will be regular Thacher faculty and one will be selected from applicants who have had teaching experience in the selected target or related areas. One Thacher teacher will act as Director.

There will be eight teaching assistants selected from the Thacher junior and senior classes and the student body of The Claremont Colleges.

Kitchen staff, nurse, business manager and secretary will be shared with the Thacher Summer Science Program which will run concurrently, and the costs of these will be shared on a pro-rated basis.

The academic program will be in three areas: English, with emphasis on composition and structural linguistics; mathematics, with most of the time spent mastering basics of the "new math" and their specific applications; and the creative arts, with an emphasis on free expression, creativity and expression in a variety of media. Structural work in remedial reading will be made available to those found deficient in reading ability. Most teaching (except for remedial reading, which will be done by a professional reading specialist) will be carried on by the teaching assistants in classes of three to five students under the close supervision of the

faculty. Age proximity of the teaching assistants to the students and the small tutorial sessions have proved very effective in reaching and motivating past students. The standards and general qualifications for faculty and staff will be the same as Midland's. There will be abundant extracurricular activities including swimming, hiking, field trips, guest speakers, and a special trip to Thacher "Golden Trout" in the High Sierras for a nature-wilderness experience.

The Reverend Leslie I. Larsen, Jr., Thacher Faculty, Director

WESTRIDGE PROGRAM

The Westridge Program will be located in Claremont. Sixty seventh, eighth, and ninth grade girls will be enrolled.

The staff will consist of six adult teachers and twenty student teachers who will be either college students or Westridge girls who have completed grades ten, eleven, or twelve. All students and teachers will live together in the dormitories during the five week program.

The six adult teachers will be selected from the following fields: one from English, one from mathematics, two from fine arts (one musician and one artist), and two from physical education. The adult teacher's role will be to organize and supervise the program in her field. Most of the direct teaching will be done by student teachers, each of whom will also counsel three students (the same three throughout) during the five weeks.

Each student will work in three subject areas: English, with emphasis on reading, writing, and structural linguistics; mathematics, with emphasis on the "new math"; and fine arts. The program will make use of the excellent art facilities and the girls will work in a variety of media, including sculpture, drawing, and painting.

A carefully planned activities program will consist of dramatics, choral singing, and a variety of athletic activities, including gymnastics. Wherever possible, ideas developed in the academic classes will be carried over into the activities. For example, creative dramatics can draw upon materials being read by the girls in the English classes. In gymnastics, girls can interpret music and poetry through the patterns of movement they create. Sewing will also be taught.

There will be week end outings, weekly movies, and evening programs consisting of student productions in dramatics, music and gymnastics.

Criteria for the selection of adult teachers are as follows: (1) competence in the subject field, (2) proven competence in the classroom, and (3) flexibility, and the possession of those qualities that enable the teacher to relate easily and successfully to others.

Miss Elizabeth Edmundson, Westridge School Headmistress, Co-ordinator

WEBB PROGRAM

The Webb School Program will be composed of forty seventh grade boys, and will be located in the facilities of one of The Claremont Colleges.

The general areas of study will include English, social studies, mathematics, and general science. The English program will emphasize expression through reading and writing. Clarity of expression and imaginative perceptions and descriptions will be encouraged through numerous brief writing samples. Courses in the math-science area will work toward related objectives. These courses will aim toward giving students a sense of scientific objectivity, inductive and deductive ways of thinking, and the interaction between science and math. Social studies courses will seek the goals of increased information about other civilizations, a sense of continuity from past to present, and a measure of cultural appreciation. There will be an extensive extracurricular program carried on in cooperation with the Westridge Program to develop athletic skills, hobby interests, and other forms of social recreation and development.

Mr. Bancroft Greene, Webb Faculty, Director

SUCCEEDING SUMMERS

It is expected that in the summer of 1968 and thereafter, summer sessions will be held on the campuses of other members of the CAIS as this is required by the growth of the project. Initial planning for these has already begun.

It is also hoped that, in the summer following the boys' tenth or eleventh grade, it may be possible to incorporate an "Outward Bound" wilderness experience in the program for them.

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APPENDIX B

The Autumn and Winter Program

At the conclusion of the residence programs, complete evaluative reports on each student will be written, with suggestions as to work needed during the fall and winter. The autumn and winter program will be conducted on Saturdays at The Claremont Colleges. Students will be brought from their schools to the campus each Saturday morning by chartered bus.

There will be two forty-five minute periods of instruction for each student each Saturday morning. The instruction itself will be given in small groups of no more than ten students, using college students as the instructors. These students will work in cooperation with the Director of the program and interested members of the faculties of the Colleges.

The particular areas of study at which each student will work will be determined by his record in the previous summer and the recommendations of the school authorities in the school which he is then attending. In other words, this will be remedial and enrichment study in English language and literature, mathematics, science, and possibly history or social science. The typical student might, for example, have one session of elementary science and another of writing exercises.

Each student will then go off to one of the college dining rooms for lunch with his "big brother" or "big sister," a college student with whom he will spend some time each Saturday throughout the autumn and winter program. This continuity of personal relationships is felt to be essential. The afternoon program may involve visits to a museum or studio, to a concert or rehearsal, to a college athletic contest; or it might involve creative work in drama, painting, music, etc. Students in the program will be encouraged to prepare something to take from the program back to their schools; for example, they might put together an assembly program or a simple play.

Occasionally, perhaps twice a year, an expedition to somewhere else in the Los Angeles area will be arranged. For example, the students may be taken to a performance at the Los Angeles Music Center; or, perhaps, to the San Diego Zoo, with a stop at one of the state beaches either going or coming.

An important part of the winter program will be a college counseling and visitation program, developed in consultation with the admissions staff of The Claremont Colleges. The students in the program will have their attention directed from the beginning to the possibility of continuing education in college. Counseling about and visits to major colleges and universities throughout Southern California

will be provided. For example, the high school students may spend one Saturday on the campus of a typical State College in this area, another Saturday at one of the branches of the University of California, and perhaps another at the University of Southern California or Occidental College. In addition, we shall bring into the program, both in the summer and in the autumn and winter, representatives of various colleges not only in this area but throughout the country. This will expose them to the possibility of various kinds of college and university education, and also to the possibilities of financial assistance available at different ones of them.

The Saturday program will begin in October and continue through March, observing normal school holidays. A vacation is in effect from April to the commencement of the residence program.

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APPENDIX C

Planning Committee, Board of Directors, and Advisory Board

The Planning Committee for Project Open Future has consisted of the following persons:

1. Mr. Brian Davis, faculty member, The Midland School, Los Olivos;
2. Miss Elizabeth Edmundson, headmistress, Westridge School, Pasadena;
3. Mr. John A. Graham, secondary education coordinator, Compton Schools;
4. Mr. Bancroft Greene, faculty member, The Webb School of California, Claremont;
5. The Reverend James Hargett, minister, The Church of Christian Fellowship, Los Angeles;
6. The Reverend James Edward Jones, minister, Westminster Presbyterian Church, and member, Los Angeles City School Board;
7. Mr. Wilson K. Jordan, administrative coordinator, division of secondary education, Los Angeles City Schools;
8. The Reverend James Joseph, assistant chaplain, The Claremont Colleges;
9. The Reverend Leslie Larsen, faculty member, The Thacher School, Ojai;
10. Dr. Ross Miller, physician and member of the Compton Board of Education;
11. The Reverend Carl Munger, associate headmaster, The Midland School, Los Olivos;
12. Mr. Paul Raymond, faculty member, The Midland School, Los Olivos;
13. The Reverend E. C. Reckard, chaplain, The Claremont Colleges;
14. The Reverend Lawrence Rouillard, Episcopal chaplain, The Claremont Colleges;
15. Mrs. Sara L. Rugg, executive secretary, C.A.I.S.
16. Mr. David Twichell, headmaster, The Thacher School.

Other persons, including faculty members, administrative officers, and students of The Claremont Colleges, "Upward Bound" national and regional representatives, and local public schools officials and teachers have met with the Planning Committee on some occasions and have offered helpful advice.

A Selection Committee, consisting of the persons listed below, will be responsible for nominating a Board of Directors to the Planning Committee, and convening its first meeting.

Miss Elizabeth Edmundson;
Mr. Eugene Hotchkiss, (Dean of Harvey Mudd College, The Claremont Colleges);
The Reverend James Jones;
Dr. Ross Miller;
The Reverend Carl Munger;
The Reverend E. C. Reckard;
Mrs. Sara L. Rugg;
Mr. David Twichell.

The Advisory Board, which will be appointed by the Planning Committee, will consist of not more than twenty-five persons, including: the directors of the residence programs; members of the public school systems served by the project; other representatives of the community served by the project; representatives of the CAIS and of The Claremont Colleges; and the Executive Director.

The Executive Director will carry the executive responsibilities of both the Board of Directors and the Advisory Committee, and will oversee and coordinate the total program. His office will be at The Claremont Colleges. This will be a full time job, and salary will be commensurate with responsibilities and qualifications.

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